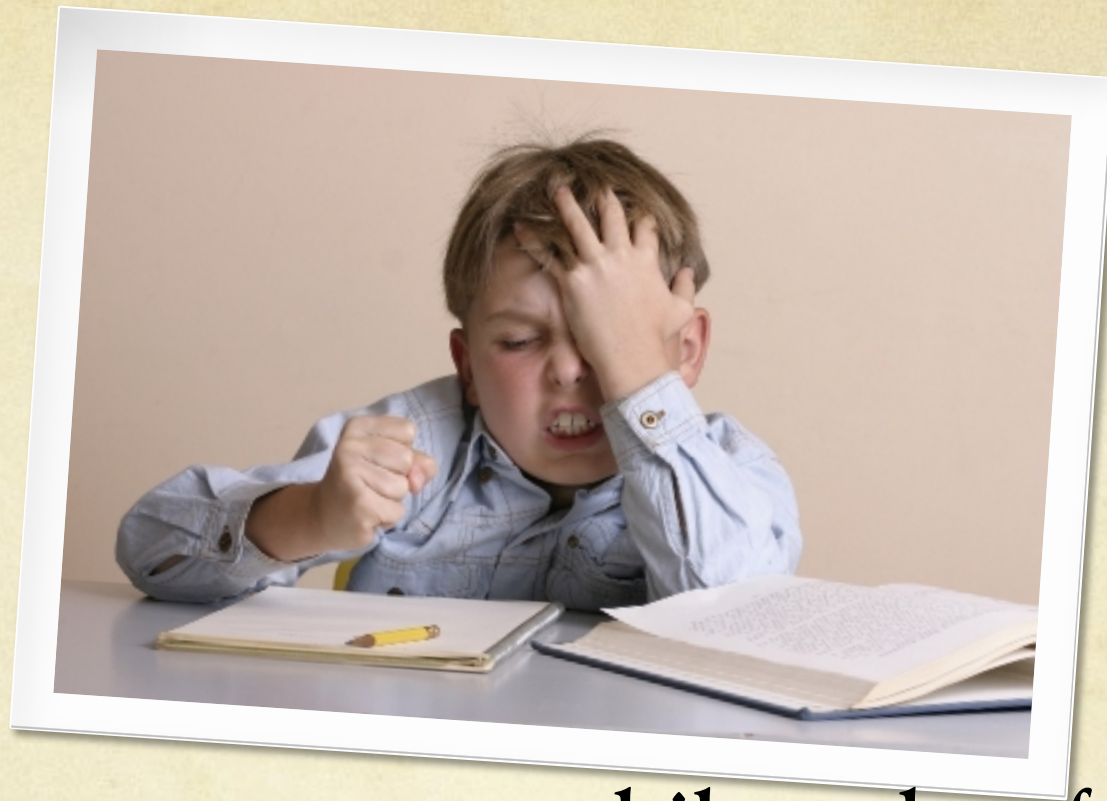


The background is a light beige or cream color, resembling aged paper. It is decorated with numerous black ink splatters and dots of varying sizes. A large, dark, irregular ink blot is visible on the left side, with smaller splatters extending from it. Scattered across the entire surface are many small, solid black dots, some of which are larger than others, creating a textured, artistic effect.

# Creating a Robust Paragraph

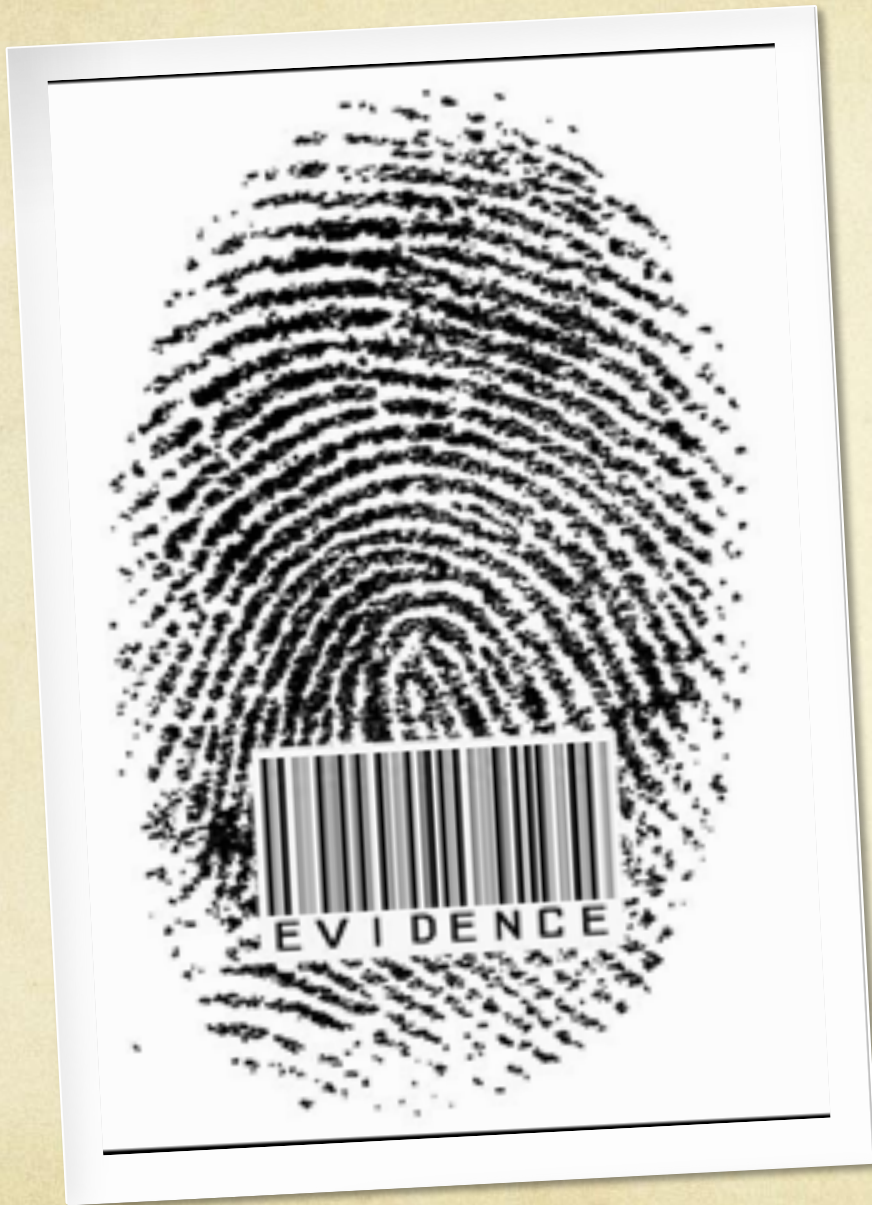
Using Elizabeth Gates' Paragraph Model



**Reflect on your own philosophy of learning or the state of education today.**

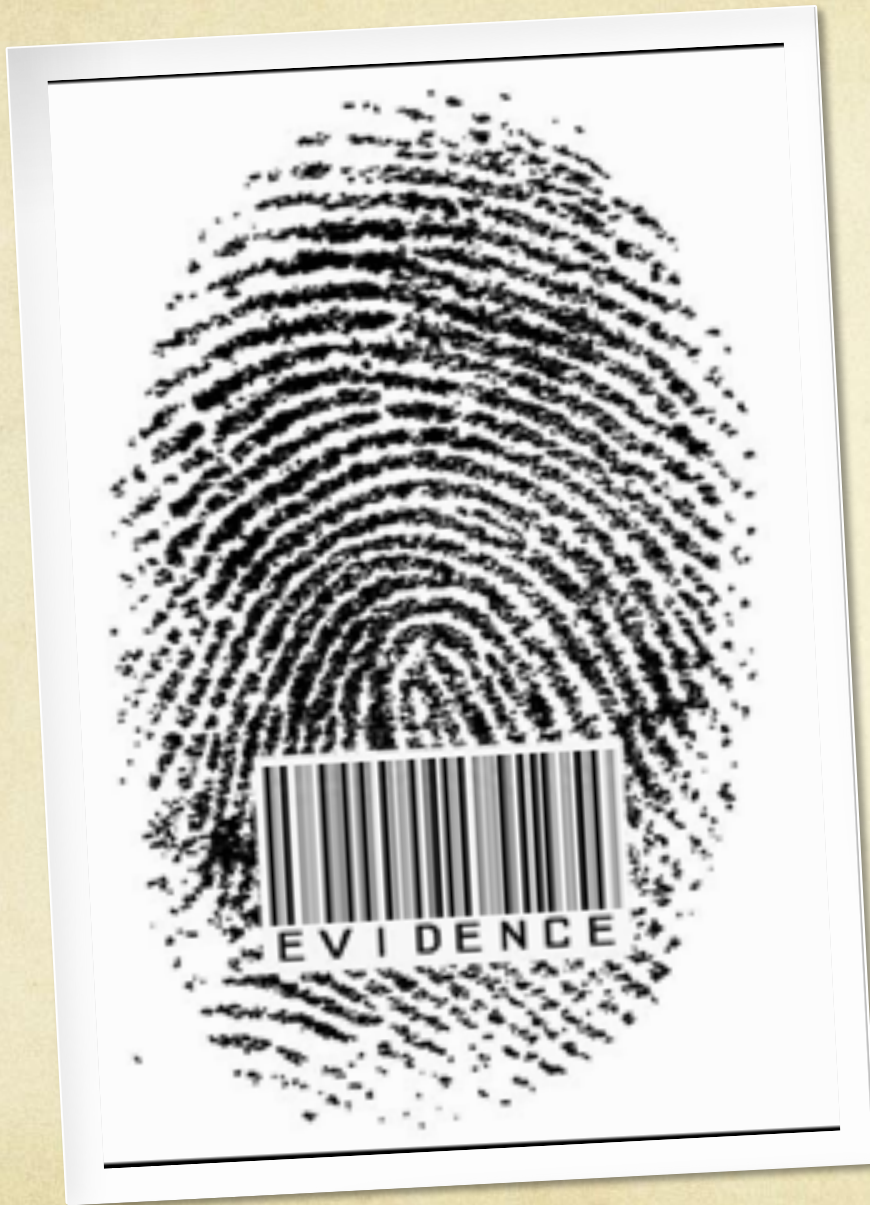
*You may want to look at the quotes about education and several that resonate with your own beliefs.*





## Step 1: *Evidence*

Write a quote you found on the list or one you found elsewhere that best captures your ideas on education today.



## Step 1: *Evidence*

“Accountability makes no sense when it undermines the larger goals of education” (Ravitch).






## Step 2: *Warrant*

Paraphrase your quote and explain what is important or significant about it.



## Step 2: *Warrant*

“Accountability makes no sense when it undermines the larger goals of education” (Ravitch). Ravitch indicates that the very measures meant to raise achievement in schools have had the opposite effect. Standardized testing has placed enormous pressure on teachers and schools for funding and even evaluations. The result has been better testing preparation but not necessarily better learning. This was never the goal.



**COME BACK  
WITH A  
WARRANT.**





### Step 3: *Transition*

What does the reader need to be prepared for the quote?

## Step 3: *Transition*

- **Diane Ravitch**, in her book *The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education*, **states that** “accountability makes no sense when it undermines the larger goals of education.” Ravitch indicates that the very measures meant to raise achievement in schools have had the opposite effect. Standardized testing has placed enormous pressure on teachers and schools for funding and even evaluations. The result has been better testing preparation but not necessarily better learning. This was never the goal.







## Step 4: *Evidence and Backing*

Can you add any facts to help prove your point?

## Step 4: *Evidence and Backing*



- Diane Ravitch, in her book *The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education*, states that “accountability makes no sense when it undermines the larger goals of education.” Ravitch indicates that the very measures meant to raise achievement in schools have had the opposite effect. Standardized testing has placed enormous pressure on teachers and schools for funding and even evaluations. The result has been better testing preparation but not necessarily better learning. This was never the goal. A 2001 study published by the Brookings Institution found that 50-80% of test score improvements were temporary and “caused by fluctuations that had nothing to do with long-term changes in learning...”(Pro-con.org).





## Step 5: *Transition*

What does the reader need in order to understand the data or evidence presented?



# Step 5: *Transition*



- Diane Ravitch, in her book *The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education*, states that “accountability makes no sense when it undermines the larger goals of education.” Ravitch indicates that the very measures meant to raise achievement in schools have had the opposite effect. Standardized testing has placed enormous pressure on teachers and schools for funding and even evaluations. The result has been better testing preparation but not necessarily better learning. This was never the goal. **The largest standardized testing of this century came with No Child Left Behind.** A 2001 study published by the Brookings Institution found that 50-80% of test score improvements were temporary and “caused by fluctuations that had nothing to do with long-term changes in learning...”(Pro-con.org).





## Step 6: *Warrant*

What does this data mean and how is it important? How does it help to back the quote by Diane Ravitch?



## Step 6: Warrant

- Diane Ravitch, in her book *The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education*, states that “accountability makes no sense when it undermines the larger goals of education.” Ravitch indicates that the very measures meant to raise achievement in schools have had the opposite effect. Standardized testing has placed enormous pressure on teachers and schools for funding and even evaluations. The result has been better testing preparation but not necessarily better learning. This was never the goal. The largest standardized testing of this century came with No Child Left Behind. A 2001 study published by the Brookings Institution found that 50-80% of test score improvements were temporary and “caused by fluctuations that had nothing to do with long-term changes in learning...”(Pro-con.org). Clearly, education has not made significant improvements in the learning of students with the testing reform initiatives. **While the goal of school reform and improved learning is worthy of our focus, the answer is not to be found through standardized testing and teacher accountability.**





## Step 7: *Topic Sentence or Claim*

What is the main idea? What thinking does the evidence and warranting lead to?



## Step 7: Topic Sentence or Claim

- **Education reform has created more problems than it has solved with its accountability systems and standardized testing.** Diane Ravitch, in her book *The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education*, states that “accountability makes no sense when it undermines the larger goals of education.” Ravitch indicates that the very measures meant to raise achievement in schools have had the opposite effect. Standardized testing has placed enormous pressure on teachers and schools for funding and even evaluations. The result has been better testing preparation but not necessarily better learning. This was never the goal. The largest standardized testing of this century came with No Child Left Behind. A 2001 study published by the Brookings Institution found that 50-80% of test score improvements were temporary and “caused by fluctuations that had nothing to do with long-term changes in learning...”(Pro-con.org). Clearly, education has not made significant improvements in the learning of students with the testing reform initiatives. While the goal of school reform and improved learning is worthy of our focus, the answer is not to be found through standardized testing and teacher accountability.